

6-8 Math PLC

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Common Core & Smarter Balanced

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Social Studies PLC

Leah Gottheiner and Tim Hart

Sample Generic 4-point Argumentative Writing Rubric (Grades 6–11)

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration of Evidence		Conventions
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> claim is clearly stated, focused and strongly maintained alternate or opposing claims are clearly addressed* claim is introduced and communicated clearly within the context 	<p>The response has a clear and effective organizational structure creating unity and completeness:</p> <ul style="list-style-type: none"> effective, consistent use of a variety of transitional strategies logical progression of ideas from beginning to end effective introduction and conclusion for audience and purpose strong connections among ideas, with some syntactic variety 	<p>The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete effective use of a variety of elaborative techniques 	<p>The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response demonstrates a strong command of conventions:</p> <ul style="list-style-type: none"> few, if any, errors are present in usage and sentence formation effective and consistent use of punctuation, capitalization, and spelling

Specific Targets

- comprehensive evidence from sources is integrated; references are relevant and specific

Smarter Balanced Rubrics

Essay Sample from Fall 2014

Scientists think that otzi got his copper ax by trade or found the shiny copper and made it into a ax. When it was found it showed signs of it wearing down and scientists think that it wasn't a display. And it was used to chop branches and other things.

Limited Evidence with No Support

Targeted Instruction

Based on Student Needs and Performance

Exposure to a variety of Sources and Materials

Mini lessons on Writing tools and skills

Dedicated Computer Lab Time

Essay Sample from Spring 2015

Many people explored the West but one guy in particular would be John C. Fremont. **According to the Encyclopedia Brittanica**, John Charles Fremont was born in 1813 in the location of Savannah, Georgia. He had been known as a military officer, senator, explorer and politician. Many people looked up to him as a great explorer because of the reports of his journeys he would write. **Excerpts from his journal inform us that** around 1842 he set out on his first journey West as the leader. Fremont traveled past the Mississippi River and to the Rocky Mountains.

Specific Evidence
with REFERENCED support

Evidence of Success within our classrooms

Student Learning Goals Rates of 80% or higher

Increased Consistency of Student Performance

Higher Levels of Discussion

Language Arts PLC

Robin VanBuren and Shonna Bilyeu

Engage New York adoption

Our main focus during PLC's this year

Assessments and Goals

This year our focus was on learning how to implement Engage NY and focusing on using evidence in writing.

Student Samples

Another challenge Salva faced was being caught in the crossfire of the Second Sudanese War. “Everyone was running-men,children,women carrying babies. The air was full of dust that had been kick up by all those running feet. Some of the men were shouting and waving guns” (7). The war swallowed his village whole.

In chapter 12, Lyddie wants to be back with her family. Charlie and Rachel had left and went to stay with the Millers. Lyddie wants to “gather up all her family, that she has left and move back to the farm”(88). She thinks that if she doesn't get the money quick enough, she won't have any family left when she does.